



# Keeping the Classroom in the Target Language & Providing Comprehensible Input AISD Startalk

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Handout will be posted on Helena's wiki <http://helenacurtainswiki.wikispaces.com>

## **ACTFL Position Statement Use of the Target Language in the Classroom (May 2010)**

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368> - targetlang

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

- ☐ provide comprehensible input that is directed toward communicative goals;
- ☐ make meaning clear through body language, gestures, and visual support;
- ☐ conduct comprehension checks to ensure understanding;
- ☐ negotiate meaning with students and encourage negotiation among students;
- ☐ elicit talk that increases in fluency, accuracy, and complexity over time;
- ☐ encourage self-expression and spontaneous use of language;
- ☐ teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
- ☐ offer feedback to assist and improve students' ability to interact orally in the target language.

\*Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.

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## Helping Students Use the Target Language



### Enduring Understanding/Big Idea:

Target Language activities have to have a purpose that makes sense from the student's point of view.

### Essential Question:

How can we provide purposeful, meaningful contexts to motivate student language use?

## KEEPING THE CLASSROOM IN THE TARGET LANGUAGE



### Why should we keep the classroom in the target language?

- ☐ Learners need to be surrounded with *comprehensible input*.
- ☐ Students need *opportunity* and *reasons* to use the language.
- ☐ Target language instruction is *brain compatible* instruction.
- ☐ Language is the key to *culture*.

*The limits of my language are the limits of my world—Wittgenstein*

### How do we keep the classroom in the target language?

1. Use the target language *consistently*—95-100% of the time.
2. Separate the native language from the target language.
  - sign or signal
  - routine
3. Make the language *comprehensible*.
4. Avoid *translation* (as a first resort)
  - by the teacher
  - by the student
5. Maintain a physical and school environment to support the target language.
6. Monitor comprehension.
  - listen for “gist
  - monitor for “gist”
7. Focus on Oral language
  - a) Teach *functional chunks* of language (prefabricated language).
    - ☐ TPR, TPRS, Natural Approach, Gouin (action) series
    - ☐ passwords and language ladders, repetitive stories, rhymes, poems, chants, songs, games
    - ☐ Use partner and small group activities.
  - b) Use questioning strategies
  - c) Use partner and small group activities

### Role of English in the language classroom:

- ☐ intentional
- ☐ for a purpose
- ☐ conscious decision

<b>Shall I Use English for a lesson segment?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I find a way to communicate the new idea in the new language with visuals, gestures?</li> <li><input type="checkbox"/> Can I simplify?</li> <li><input type="checkbox"/> Can I enrich the context?</li> <li><input type="checkbox"/> Can I substitute a different concept?</li> <li><input type="checkbox"/> Can I delay this topic until we can deal with it in the target language?</li> <li><input type="checkbox"/> Can I ask the classroom teacher to follow up?</li> <li><input type="checkbox"/> Could this be part of the lessons I leave for a substitute teacher?</li> <li><input type="checkbox"/> Is an English explanation essential to further progress toward my goals for this lesson?</li> </ul>	<b>Shall I Use English to clarify vocabulary?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have I already tried using visuals, gestures, or other strategies to get the meaning across?</li> <li><input type="checkbox"/> Will failing to understand this vocabulary item interfere with the progress of the lesson?</li> <li><input type="checkbox"/> Will using English interfere with my goal of <i>teaching primarily in the target language</i>?</li> </ul>
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Helena Curtain and Carol Ann Dahlberg

## Language Functions

### Five Basic Language Functions

**Communicative Functions** (involving both initiating and reacting)

<b><i>Socializing</i></b> using different modes of address inquiring about health greeting/introducing/thanking  <b><i>Exchanging information</i></b> Identifying/ describing asking for/giving information narrating personal experiences inquiring about or expressing knowledge/opinions/wishes asking for/giving permission stating necessity and need inquiring about or expressing likes/dislikes/preferences	<b><i>Getting things done</i></b> Requesting/ suggesting making arrangements reacting to offers, requests, suggestions, invitations inviting/ instructing  <b><i>Expressing attitudes</i></b> expressing admiration expressing approval/disapproval expressing interest/disinterest expressing friendship expressing regret/apology expressing need	<b><i>Organizing and maintaining communication</i></b> attracting attention expressing lack of comprehension asking for repetition or rephrasing asking how to say something in the target language asking how to spell something asking someone to explain what they just said
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*Australian Language Levels Guidelines, Book: Syllabus Development and Programming.* Australia,: Curriculum Development Centre



# Using Functional Chunks of Language for Keeping in the Target Language

Oral language is the first step in language acquisition, as well as the key to success with written language. Students need many opportunities to use the language orally. Once they have made the connection between the oral language and the printed word on the page, they will have opportunities for success with all the modes of communication. Students often do not get enough opportunity to use the language; unfortunately it is we teachers who do most of the talking. These strategies for teaching and using functional chunks of language will empower students to use the language early and often.

## **Functional Chunks: Sample Strategies for Conversational Management**

**(classroom survival expressions)** Did you say? I don't understand . . . I don't understand why . . . How come . . . ? Could you repeat it please? Please say that again.

### **Conversational Management**

#### **Spanish Examples**

Me gustaría saber cómo se dice...

Yo no entiendo

Yo no comprendo porque...

¿Ud. me puede explicar?

¿Podría repetir por favor?

Puedes repetirlo otra vez?

¿Qué dijo?

¿Uds. entienden?

¿Cómo se dice?

¿Cómo se escribe?

¿Cómo se deletrea?

¿Cómo están Uds.?

¿Qué significa...?

¿Qué dijistes?

¿Qué dijiste Ud.

## **Functional Chunks: Language Ladders**

Language ladders are phrases that are linked together in a meaningful way, for example, different ways to say hello or good-bye, or different ways to express approval. Listed below are some sample passwords and language ladders.

### **Praise**

Trés Bien!

Magnifique

Merveilleux

C'est Si Bon

Bon Travail

Fantastique

Prodigieux

### **Greetings**

Guten Abend/Morgen/Tag!

Grüß dich!

Grüß Gott!

Gute Nacht!

Auf Wiedersehen (hören)!

Tschüß!

### **Exclamations: Negative**

¡No me molestes!

¡No me fastidies!

¡No me toques!

¡No me hables!

¡Déjame en paz!

¡Déjame tranquila (o)!

¡Basta! ¡Para!

¡Suficiente! ¡No más!

### **Excusas para no tener la tarea.**

Estaba ocupado(a) Estaba cansado(a)

Estaba enfermo(a) Tenía sueño

Salí con mis padres No pude hacerlo

No entendí Se me olvidó

No sabía cómo hacerlo

No tenía el libro

Dejé mi libro en la escuela/casa

Tuve práctica de.... fútbol, piano, coro, ballet, gimnasia...

### **Conflict Resolution**

I don't like it when you\_\_

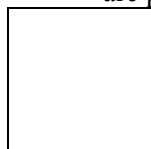
Please stop.

I feel\_\_when you \_\_please\_\_ anymore.

I think you have my\_\_. Could you give it back please!

## **Functional Chunks: Passwords—**

useful phrases taught as memorized chunks. Students must use the “password” to be able to do something, for example, leave class. Passwords could be any of the phrases listed in the language ladder above. The password is a gimmick for having students use the language that they have memorized. Usually they are posted on the bulletin board and changed weekly.



### **Functional Chunks: Songs**

#### **Goodbye Song**

##### **Tune: Good Night Ladies**

Hasta Mañana  
Hasta luego  
Hasta la vista  
Nos vemos, Adíos

##### **Tune: La Bamba**

Para sacar buenas notas  
Para sacar buenas notas  
Se necesita estudiar mucho  
Estudiar mucho todos los días  
Hacer la tarea, tener un lápiz y papel.  
Tener un lápiz y papel.

Buenas notas buenas notas... *Lisa y María*

#### **Tune: This Old Man**

Regarde la tête  
Et les yeux  
le nez, la bouche, les cheveux  
  
l'estomac, le ventre  
les bras, les mains, les doigt  
Je suis un petit peu malade

Voilà l'épaule  
le genou  
les dents, la gorge, et le cou  
le derrière, le dos  
les jambe et les oreilles  
Je suis un peu fatigué(é)

#### **Transportation Song**

##### *Tune Skip to My*

Car on the freeway zoom, zoom,  
zoom.  
Boat in the water splash, splash,  
splash.  
Bus on the road stops and goes.  
Gets you from here to there. Hey!

Plane in the blue sky flies all  
around.  
Skates on the playground, don't  
fall down!  
Shoes on the sidewalk stomp,  
stomp stomp. (Stomp feet)  
Get you from here to there. Hey!

### **Functional Chunks: Chants, Rhymes, and Poems**

Nothing makes a phrase “stick” like a catchy rhyme or a rhythmic chant. Songs, rhymes, and chants contain language in an easy to remember format. The rhythm and rhyme are memory enhancers and place the information to be learned in a game-like format. Memorizing carefully-chosen (or constructed) rhymes and poetry has cognitive benefits, in addition to providing practice with the chunks and, in some cases, experience with cultural products or reinforcement of curriculum content.

#### **Chant Clothes Spanish**

Me pongo el sombrero  
?Que te pones tu?

Me pongo el suéter  
?Qué te pones tú?

(Los zapatos, arretes etc.)

#### **Pizza Chant Italian**

Pizza! Pizza!  
Chi mangia la pizza?  
Futti! Futti!

Italiani! Americani!  
Francesi! Cinesi!  
Futti Mangiano la pizza!

#### **What's in Your Book Bag Chant**

T: Hello \_\_\_\_ what's in your book bag?  
T: Hello \_\_\_\_ what's in your book bag?

S: I have a \_\_\_\_ in my book bag.  
S: I have a \_\_\_\_ in my book bag.

T: Hello class, what's in his/her book bag?  
T: Hello class, what's in her/his book bag?

## Sample poems and rhyme

Oral experiences with chants, rhymes, and poems can be extended to writing opportunities, using simple formulas, patterns, and frames.

### Acrostic

	<b>G</b>	racias por
	<b>R</b>	opa
Mi Cas	<b>A</b>	linda
	<b>C</b>	omida deliciosa
Mis am	<b>I</b>	gos
El tiempo	<b>A</b>	gradable en octubre y noviembre.
El día de Gracia	<b>S</b>	

### Cinquain

<ol style="list-style-type: none"> <li>1. Choose a subject; identify it in one word</li> <li>2. Describe the subject in 2 words (noun + adjective, adjective + adjective)</li> <li>3. Describe an action associated with subject</li> <li>3 words (often 3 verbs)</li> <li>4. Express an emotion associated with the word, using 2 words</li> <li>5. One word to sum up, express the essence.</li> </ol>	<p>Winter white snow skiing, skating, sliding excitement, joy Wonderland</p>
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## Functional Chunks: Gouin (Action) Series

(Based on the work of François Gouin, a French linguist)

The Gouin (Action) series is a great activity for moving students from listening to speaking, and it also provides a good context for embedding functional chunks of language. The teacher prepares a series of six to eight short statements describing a logical sequence of actions which takes place in a specific context—getting up in the morning, cooking a meal, using the library, making a phone call, doing a science experiment. These statements should all include concrete action verbs and use the same tense and the same person throughout. The teacher presents the statements to the class orally, accompanying them with pantomime of the actions involved. A few simple props may be necessary. The class responds first by doing the actions, and later responds by saying the words while still performing the actions. The class responds first as a group and later as individuals. The teacher stops modeling the actions as soon as students can respond to the language without help.

The Gouin Series is easy to recall because it has many ways to get across the meaning.

- physical actions
- visuals and props
- logical sequence
- beginning, middle and end to a story
- appeals to several senses

### **The elements of a successful Gouin Series are**

- An introduction, which sets the scene and motivates the action
- Concrete action verbs
- One specific, clear context
- One tense (not necessarily present)
- One person (not necessarily first person singular)
- 7-syllable limit (approximate)
- Approximately 6-8 statements (or commands)
- Simple props or visuals to dramatize the action
- Logical sequence of actions

### **How to Teach a Gouin (Action) Series**

1. Teacher presents orally, with pantomime, props.
2. Teacher repeats orally, class joins pantomime.
3. Teacher repeats orally without pantomime, class pantomimes, teacher does not model
4. Teacher repeats orally, individuals pantomime
5. Class repeats orally and pantomimes
6. Possibly--individuals lead the series
7. Possible reading, writing activities

## **Sample Gouin Series**

### **Eating a Sandwich the German Way**

Ich habe Hunger.

Ich lege meine Hände auf den Tisch.

Ich sage: "Guten Appetit."

Ich nehme das Messer in die rechte Hand.

Ich nehme die Gabel in die linke Hand.

Ich stecke die Gabel in das Käsebrot.

Ich schneide das Käsebrot.

Ich esse das Käsebrot

### **Visiting the Rain forest**

I arrive at the rain forest.

I walk through many trees and plants.

I am hot and wet.

I smell the sweet orchids.

I see a gray sloth.

I hear the toucan.

I say, "What a beautiful place!"

### **Going to Class**

I look for my materials.

I go to class.

I take off my hat.

I take out my gum.

I greet the teacher.

I sit down.

I hear the bell.

I take out my homework.

### **Happy Birthday**

Shhh!

I'm going to a surprise party.

I buy a gift.

I wrap the gift.

I put a ribbon on the gift.

I walk to my friend's house

I knock on the door (Knock, Knock, Knock)

I say hello to my friend's mother.

I go into the house.

I hide.

I see my friend.

I jump up!

I say "Happy Birthday"

## B. Using Questioning Strategies (Natural Approach)

Based on Krashen and Terrell Adapted for ACTFL Proficiency Terminology

### Questioning Strategies for the Novice Low and Novice-Mid Levels (According to the ACTFL Language Proficiency Scale.)

Hand out objects or pictures (for example, pencil, paper, ruler) to several students, (for example: Veronica, Tony and Helena). (For beginners, three students each with one object is a good number to start with.) Give “Tony” the book, “Veronica” the ruler and “Helena” the pencil.	
<b>1.</b> <b>a) Physical Response</b>  <b>b) Giving name of student who has object or picture</b>	a) Tell Students <i>Point to the paper. Point to the pencil. Point to the ruler.</i> Student point to the object or picture you are naming. Do this several times and change the order. ) (You can skip this stage and start directly with Part B)  B) Ask students: <i>Who has the ruler?</i> <i>Who has the pencil?</i> <i>Who has the book?</i> They answer with the name of the student who has the object. Do this several times and change the order, making it playful, as if you are simply unable to remember!.
<b>2. Students respond with YES or NO</b>	Next ask the students to answer with “yes” or “no.” <i>Does Tony have the paper? Does Helena have the pencil?</i> <i>Does Veronica have the pencil? Does Tony have the book?</i> <i>Does Helena have the paper? Does Veronica have the _____?</i> Do this several times and change the order, continuing to make it playful.
<b>3. Students say the target language vocabulary by answering an EITHER-OR question.</b>	Next ask for the name of the vocabulary item with an either –or question. This is the first time that they actually say the vocabulary word, even though they have had many encounters with pointing to it and telling who has it or doesn’t have it. <i>Does Tony have the book or the pencil? Does Veronica have the pencil or the ruler?</i> <i>Does Helena have the pencil or the book? Does Tony have the ruler or the book?</i> <i>Does Veronica have the ruler or the book? Does Helena have the ruler or the pencil?</i> Keep asking these questions and keep changing the order, making sure that the correct answer is not always in the same position (first or second). Students can answer just with the vocabulary word, or they can answer in a sentence depending on the difficulty of the vocabulary and the level of the students.
<b>4. “WH” Question What? Who? When? Where?</b>	Now you ask: <i>What does Tony have? What does Helena have? What does Veronica have?</i> The students should respond with the name of the vocabulary item. A single word response, a phrase, or a complete sentence is up to you.
<b>5. Tell me about... (Extended Discourse at a very simple level)</b>	Depending on what type of beginners they are, they may be able to say a bit more. <i>Tell me about the ruler.</i> “The ruler is red.” “The ruler is long.” <i>Tell me about the book.</i> “The book is red and white.” “The book is big.” <i>Tell me about the pencil.</i> “The pencil is blue.” “The pencil is short.”

The teacher may move fairly quickly through these steps, depending on the learners and the difficulty of the material, or they may take a step back when students hesitate or need extra scaffolding. The same strategy can be used with prepositional phrases (“Is the pencil on the book or under the table?”) and other language chunks.

### **Levels of Questions for Novice High Intermediate Low Levels**

Why?

How?

Tell me about – Talk about (Expectations for the response are more advanced than the response expected in Number 5 above.)

What do you think about?

Describe...

How would you change this part of the story?

### **Levels of Questions for Intermediate High, Advanced Low Levels**

What would you recommend/suggest?

How do you think this story will end?

What is your opinion (on this matter)?

Describe/compare...

How are these different/similar?




What would happen if...?

Which do you prefer? Why

# Templates for Partner Activities And Interactive Language Tasks

## Using Partner and Small Group Tasks.

Note: There are several ways for students to work with each other

	<p><b>1. Informal Pairs: Tell Your Partner</b> Students simply tell each other information according to the direction of the teacher. Tell your partner: “Good Morning.” Tell your partner: “Turn to page 62.” Tell your partner: “First we are going to ....”</p>
	<p><b>2. Students working together on a task.</b> Students could be reading together, or completing a puzzle together or completing an assignment together. In this case it is possible that only one student will do all the work.</p>
	<p><b>3. Students working in an interactive task or a jigsaw activity with an information gap</b> so that each one has a piece of the information and they <b>MUST</b> speak with each other.</p>

Interactive language tasks incorporate the benefits of cooperative learning and are an excellent vehicle to help students communicate in the second language. When students work cooperatively in pairs or small groups their opportunities for language use are multiplied. “Information gap” activities in which one partner or member of the group has information that the other partner does not have provides a context for meaningful communication. Goals of social development can also be reinforced through cooperative group work in the foreign language class, as students are placed in a position where they have need and motivation to communicate with one another.

**REMEMBER:** Partner and small group activities are for *practicing* language, *not* for *learning* language.

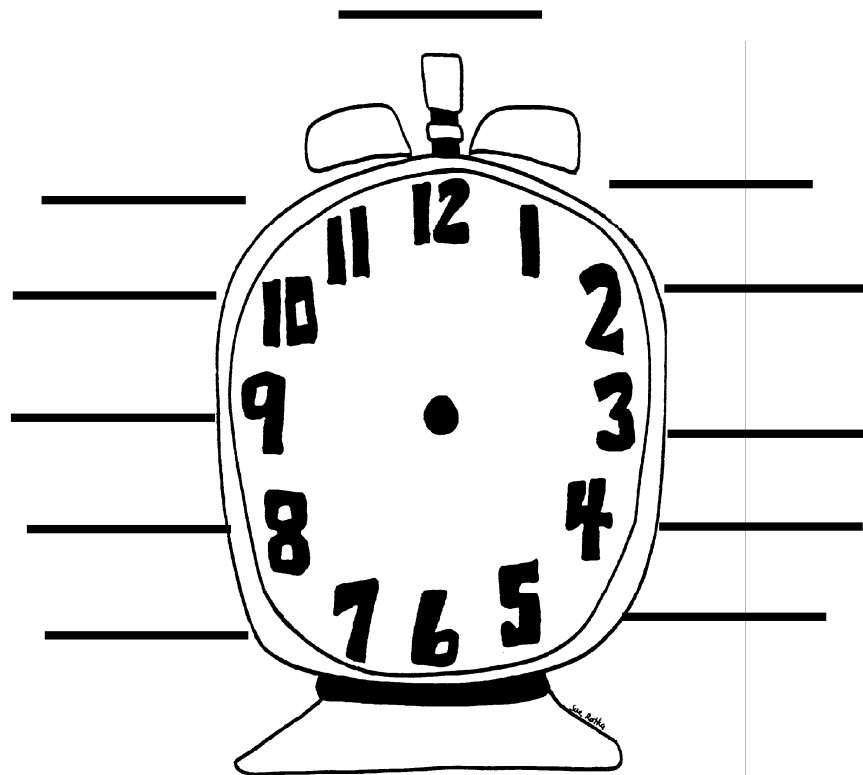
## Managing Student Behavior •

<p><b>Clear Expectations</b></p> <ul style="list-style-type: none"> <li>-on-track behavior</li> <li>-using the target language</li> <li>-coming to full quiet attention whenever the teacher asks</li> </ul> <p>• <b>Positive Attention</b></p> <ul style="list-style-type: none"> <li>- give attention and special recognition to teams that are <u>most</u> on-task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiet Signal</b> <ul style="list-style-type: none"> <li>- brings noise level down <u>quickly</u>. Students stop talking, give full attention to the teacher and have hands and bodies still</li> </ul> </li> <li>• <b>Recognition Systems</b> <ul style="list-style-type: none"> <li>- walk around and make <u>positive</u> comments</li> <li>- stop class and make positive comments about particular pair or group</li> </ul> </li> </ul>
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## Organizing Partners and Groups

In most cases it is desirable for students to work with a variety of partners over a period of time, and not to choose their own partners. Classes can be organized for pair activities in a variety of ways: Partners can be organized informally simply by saying: "Turn to the person next to you, turn to the person in front of you, go to another person in the room who is wearing same color you are." and so on. One middle school teacher gives students ten seconds to make eye contact with a partner and get together with that person—silently. Counting-off works for partners, too—in a class of twenty students they could count from 1-10 twice, or using letters A-J twice, for example.

### Partners Around The Clock



Another way to organize partners is to use a procedure in which partners are assigned for a period of time. One such procedure is called Partners Around the Clock. Each student has a piece of paper with a blank clock face large enough to write names next to each hour on the clock. The teacher might draw a line on which students can sign their names. The teacher gives directions for the activity and sets a time limit. Students arrange to meet a different classmate for each hour on the clock, so that there is a different name written next to each number. They cannot arrange more than one meeting per hour. Students arrange their meetings by moving around the classroom asking each other questions such as: "Are you free at 1:00 o'clock? At 3:00 o'clock? Are you busy at noon? Can we meet at 5:00 o'clock?" After the designated time period is over the teacher makes sure that each student has a partner for each hour, by quickly asking who still needs a partner for each hour in turn. Those who are missing certain hours can then make appointments with each other. This is especially helpful for those students who are shy or who may not be the first ones asked by other students.



If at the end there are still some students without partners, those students can “double book” and make some groups of three. It is important that each student (even absent ones) be represented in the activity. Students can make appointments with the clock on the absent students’ desks, for example.

Once all the times have been filled in, the teacher can then use the clock as the basis for organizing interviews or for any other language tasks. For example, "For the next activity you are going to be working with your three o'clock partner." "Discuss with your ten o'clock partner the solution to the puzzle on the chalkboard." The students can keep their clocks for use over several days or weeks, or for the duration of a unit. The teacher could collect the clocks and distribute them the next time they are needed. If students keep the clocks, it is a good idea for students to make an extra set of the clocks, in case one or more students lose them.

This activity can take on a greater cultural dimension by using a map of target-language country or city with lines for signatures drawn in various places: For example, students with a map of Japan can ask another student. "Can I meet you in Tokyo? Can we see each other in Kobe? Do you have free time in Kyoto?" Using a variety of devices such as this for organizing partners over a specified period of time frees the teacher from always having to find a different way to get the students to work together. Geography connections could be emphasized by using a world map and arranging meetings on every continent  
Source: Curtain, Helena and Carol Ann Dahlberg. *Languages and Children: Making the Match*. 3d Ed. New York: Allyn & Bacon, Pearson Education, 2004,

### Partners Around The World



### Matching Partners/Groups

Note: Some of these may be suitable for only certain age levels.

add 7 digits of phone number and group numerically alphabetical by middle name birth month or day of month color of a particular clothing item color toothpicks, pieces of paper, etc count off cut up shapes and students must put "puzzle" pieces together to form groups draw names from hat drawing m & m's - same colors grouped together favorite colors, ethnic foods, desserts, etc. first or last digit of ID card or phone number	first three numbers of telephone number food they had for dinner historical characters, cartoon characters, etc. number of family members, hours slept pick a playing card put band, choir, athletes, after-school job, etc actors/actresses in same movie people in same group song titles by same artist or same subject sports team US states puzzle - choose a state - group by region
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## Guiding Interactive Language Tasks

*Although one of the advantages of small-group work is that it takes the spotlight off the teacher for a period of time, it can only be effective if it is carefully organized and consistently monitored. Especially for the first few times, preparing and conducting pair activities may actually require more teacher effort than the traditional teacher-centered classroom style. But the many benefits make pair work more than worth the extra effort.*

### **1. Keep the group size small; start with pair activities.**

It is easiest to start with pairs for the first experience with group activities. Cooperative groups are usually most effective when they are no larger than five, and they should never be larger than seven.

### **2. Set the stage; motivate the activity.**

When the teacher sets the context for the activity dramatically, using actions and visuals, it enhances motivation. It is also helpful to give each activity a name, making it easier for students to request it again and to recall the rules the next time the activity is introduced.

### **3. Set clear goals; describe the outcomes clearly for the students.**

Students should understand how the language task relates to the context provided by the teacher and recognize the outcome as satisfying some purpose or interest. Included in the goals should be clear expectations about the use of the target language during the activity.

### **4. Make sure the students have the language they need to accomplish the activity that they know how to say what they will need to say.**

Review and practice the language needed by each partner in order to complete the activity successfully. For many activities the actual language to be used can be printed on the task sheet, so that students can focus on communication and practice accurately at the same time.

### **5. Give exact directions for every step of the task.**

Carefully prepare and sequence the instructions for the activity so that they are as simple as possible and can be presented in the target language. To appeal to different learning styles, directions should be both oral and written, perhaps provided on the activity itself, or written on the overhead projector or chalkboard.

*Model* the sequence of the activity in precise steps, so students know exactly what is expected of them at every step of the way. You may model both parts yourself, or begin by working with the whole class so that the teacher plays the part of Partner A and the rest of the class plays the part of partner B. An individual student might play Partner A while you play the role of Partner B, or you might bring up two students and have the class watch them go through the steps of the entire activity.

### **6. Set a time limit.**

Set a time limit to help students feel accountable and to make the best possible use of the time available to them. It is effective to use a kitchen timer with a loud bell or buzzer to provide a neutral timekeeper and a clear signal for the end of the activity. Adjust the time limit if necessary during the activity, to allow for less time if students are finishing early or more time if the activity takes longer than expected.

### **7. Circulate throughout the activity.**

Circulating allows you to monitor use of the target language, language problems the students are having, and success or failure in the use of cooperative skills. You can also show interest in the students' conversations and give suggestions when they need help. Moving among the students, especially if you have a clipboard in hand. This is also a form of control for on-task behavior. Provide positive feedback and give attention and special recognition to the teams that are most on task.

### **8. Establish a system for getting the attention of the students back to you.**

Establish a way to get the noise level down when it is necessary. Many teachers use a hand signal such as a raised right hand to get the students to give their full attention to the teacher and to keep their hands and bodies still. The teacher initiates the signal by raising the right arm in the air. The students respond by stopping their activity, becoming quiet and showing the signal back to the teacher and to the other students with whom they are working. (This helps to put some of the responsibility for control back on the students.)

### **9. Elicit communicative feedback and process group effectiveness at the end of the activity.**

Not every pair or every student needs be reached after every activity, but call for responses at random so students always feel accountable. Use communicative feedback techniques that extend the language used in the task and can be interesting to the whole group. For example, in an activity related to foods, the teacher might ask: "Is the dinner your partner planned one you would eat?" "Did your partner or group members say anything surprising." Also, regularly use the feedback period to assist students in evaluating the effectiveness of their groups.

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Source: Curtain and Dahlberg, *Languages and Children: Making the Match*. 4th Ed. Pearson Education, Allyn & Bacon, 2010.

# Types of Partner and Small Group Activities

## Overarching Principles:

*Information gap:*

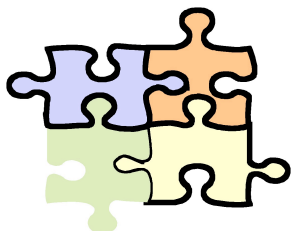
One person has information that the other person doesn't have

*Opinion Gap:*

One person has an opinion that the other person doesn't have

*Jigsaw:*

Members of a group each have different pieces of information and they must speak with each other to share the information and complete the assigned task.



- **Interviewing/surveying/finding/giving information**
- **Following/giving directions/arranging things**
- **Finding differences/ similarities**
- **Solving problems**

□ Note: It is difficult to categorize types of such activities because once the teacher has put together the material to be practiced, the material can be used in many different ways.

Source: Curtain, Helena and Carol Ann Dahlberg. *Languages and Children: Making the Match*. 3d Ed. New York: Allyn & Bacon, Pearson Education, 2004,

## Interviewing/Surveying/Finding-Giving Information

### Solar System/ Planet Interview

Each student has the identity of a planet and has a sheet of information about the planet according to which he or she can answer the interview questions. This can be adapted to ANY topic. The important part is that students are up and about activity using the TL.

I interviewed \_\_\_\_\_ from the planet \_\_\_\_\_.

1. How large are you? \_\_\_\_\_
2. What color are you? \_\_\_\_\_
3. How far are you from the sun? \_\_\_\_\_
4. What is your temperature? \_\_\_\_\_
5. Do you have any moons? If so, How many? \_\_\_\_\_
6. Do you have any rings? If so, how many? \_\_\_\_\_
7. How long is your day? \_\_\_\_\_
8. How long is your year? (How long does it take you to orbit the sun? \_\_\_\_\_)

### Adaptations:

## Interview/Conversation Topics

Interviews are a powerful way to get students to speak with each other. Interviews are usually intrinsically interesting since students will want to know what other students say about the topic. In the interview itself students get practice using the second person or “you.” When reporting the results of the interview, they get practice using the third person form (he, she, or they). They get further practice using the language if they must compile the information from their interviews as a writing assignment or graph to be presented orally.


change you would like to make in your life describe a fantasy describe a person you admire and why describe an event that was important in your life describe the person who is next to you describe your living room do you believe in ghosts draw something in each square that gives information about you on a paper divided into four squares dream occupation favorite childhood book or story favorite childhood toy favorite city favorite color you would associate with yourself and why favorite comic strip, cartoon favorite day and why favorite entertainer/musical group favorite flower favorite food - can you cook it? favorite holiday and why favorite pet and why favorite restaurant favorite season and why favorite sports favorite teacher and why favorite vacation favorite way to relax fear from childhood find three things you have in common food you can't live without give three compliments to your partner greatest accomplishment happiest moment how would you describe your city to an alien	ideal car or house if I could be anything I would be...if there was a fire in my home and I had time to only grab one item, what would that item be if you ran into an alien creature what five English words would you teach her/him if you won the lottery what would you do with the money most hated vegetable most influential adult and why most like to change in the world most respected leader name a personal goal name two things that you like about your appearance names of pets perform an unobvious talent prized possession proudest moment scariest moment share a fear that you have something in your wallet that's important and why task you dislike turn around and quickly change three things about your appearance, your partner must describe the changes what country would you like to live in, why? what do you like best about your family what famous person would you like to be and why what part of your life would you relive if you could what would you put in a time capsule to signify your life what would you say if you ran into your hero what you think you will be doing 10 years from now what you value most in life who is your hero and why who is your most valued friend? Why?
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## Interview Cards

<b>Name:</b>	<b>Three things I like:</b>	<b>Portrait</b>
<b>Family:</b>		
<b>Pets:</b>		
<b>Hobbies:</b>	<b>Three things I don't like:</b>	
<b>Something I'd like to do:</b>		

## Find Someone Nutrition

Find someone is an interview activity that can be used again and again. It is often used as in ice-breaker activity but it can be used in many other ways. It works well at any stage of a unit and provides a stimulus for oral language.



### Find Someone: Nutrition Unit

Find someone who likes to go to McDonalds. Name \_\_\_\_\_

Find someone who ate breakfast this morning. Name \_\_\_\_\_

Find someone who can name a protein. \_\_\_\_\_

Name of protein
Name

Find someone who can cook something. \_\_\_\_\_

What they can cook
Name

Find someone who can tell you one of the food groups. \_\_\_\_\_

A food group
Name

Find someone who hates to eat broccoli. Name \_\_\_\_\_

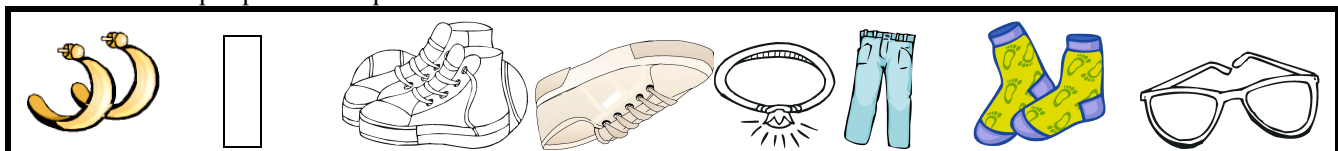
Marianne Soldavini, Milwaukee Public Schools

### Adaptations:

## Find Someone Clothing

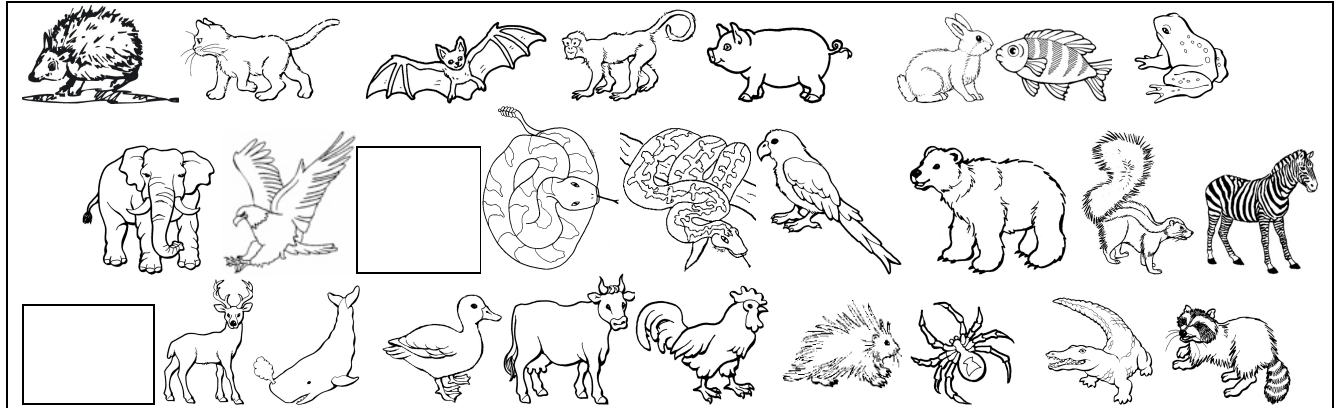
Find someone is an interview/survey activity that can be used again and again. It is often used as in ice-breaker activity but it is a structure that can be used in many other ways. Students most ask questions of other students in order to fill in their sheet. Afterwards it can also be used as an oral and written summarizing activity. Here is an example from Marianne Soldavini, ESOL teacher in the Milwaukee (WI) Public Schools.

Below are sample pictures to provide scaffolds .



<ol style="list-style-type: none"> <li>1. Find someone who is wearing earrings. <u>Mary is wearing earrings.</u></li> <li>2. Find someone who is wearing a ring. _____</li> <li>3. Find someone who is wearing high-top tennis shoes. _____</li> <li>4. Find someone who is wearing a watch. _____</li> </ol>	<ol style="list-style-type: none"> <li>5. Find someone who isn't wearing blue jeans. _____</li> <li>6. Find someone who isn't wearing white socks. _____</li> <li>7. Find someone who isn't wearing glasses. _____</li> <li>8. Find someone who isn't wearing tennis shoes. _____</li> </ol>
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## Find Someone Who:



Name of animal

Name of Person

- ... lives in the rain forest \_\_\_\_\_
- ... lives in the forest \_\_\_\_\_
- ... lives in the savanna \_\_\_\_\_
- ... lives in the ocean \_\_\_\_\_
- ... lives in the desert \_\_\_\_\_
- ... can walk and swim \_\_\_\_\_
- ... can fly and swim \_\_\_\_\_
- ... can crawl \_\_\_\_\_
- ... can walk \_\_\_\_\_
- ... can fly \_\_\_\_\_
- ... can swim \_\_\_\_\_
- ... is brown \_\_\_\_\_
- ... is green \_\_\_\_\_
- ... is black \_\_\_\_\_
- ... is a mammal \_\_\_\_\_
- ... is a reptile \_\_\_\_\_
- ... is an amphibian \_\_\_\_\_

Each student has a picture of one of the animals. They must find an animal that fits in each blank. They write the name of the animal and then the name of the person who has the animal. The winner has the most animals and has the most names of different students talked to. Sample questions could be: Where do you live? Do you live in the rain forest? Can you swim? What color are you? Many of the questions could have more than one animal as an answer.. This activity can be done with fewer animals and, fewer questions depending on the teacher's learning goals....

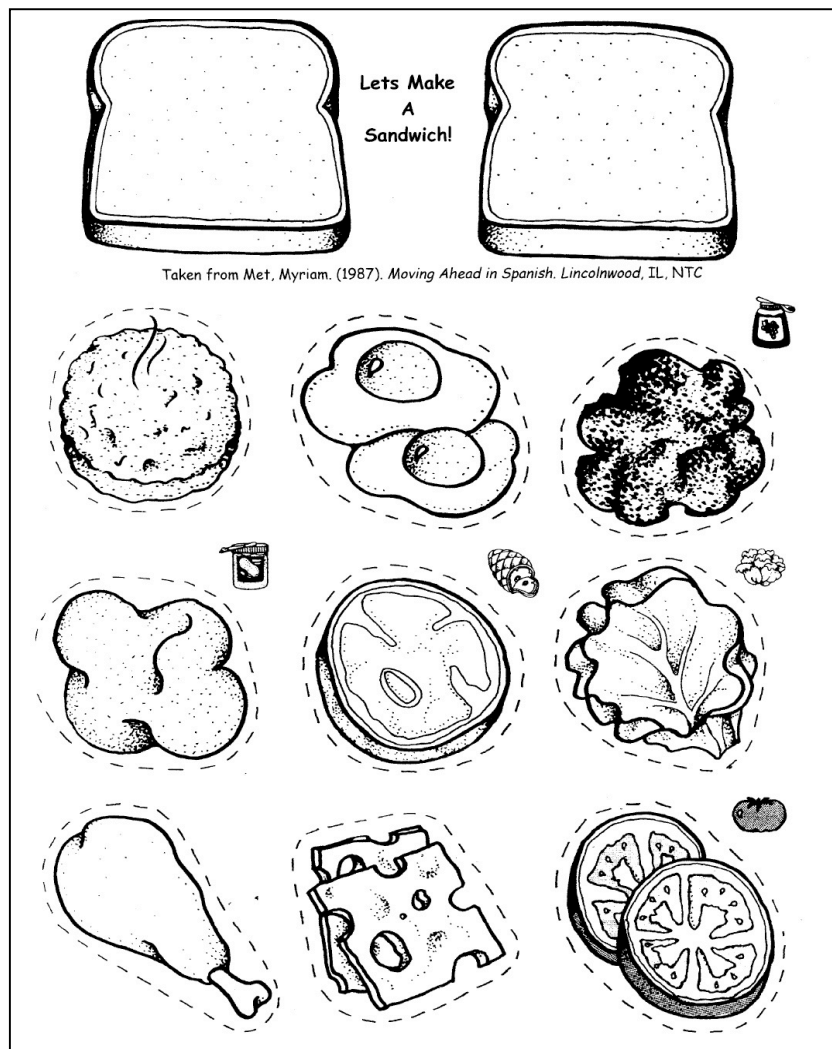
# FINDING-GIVING INFORMATION

## Lets Make a Sandwich

**Materials:** Two pieces of bread and pictures of food items. (Visuals are cut out and each partner receives an envelope that contains the small pictures.) Each partner has the same visual.

**Activities:** First each partner must individually make a sandwich with a specified number of items in it. (The other partner should not be able to see the first partner's work.) After each has made a sandwich they must interview each other to find out how many things are the same and how many things are different in their sandwiches.

**Extension:** Students can "pack" clothes for a trip or "cook" various foods and put them on a plate. Partners can dress paper dolls and accessorize them. Students can build a "paper" community. They can direct each other to construct a historically accurate town square, and so on.

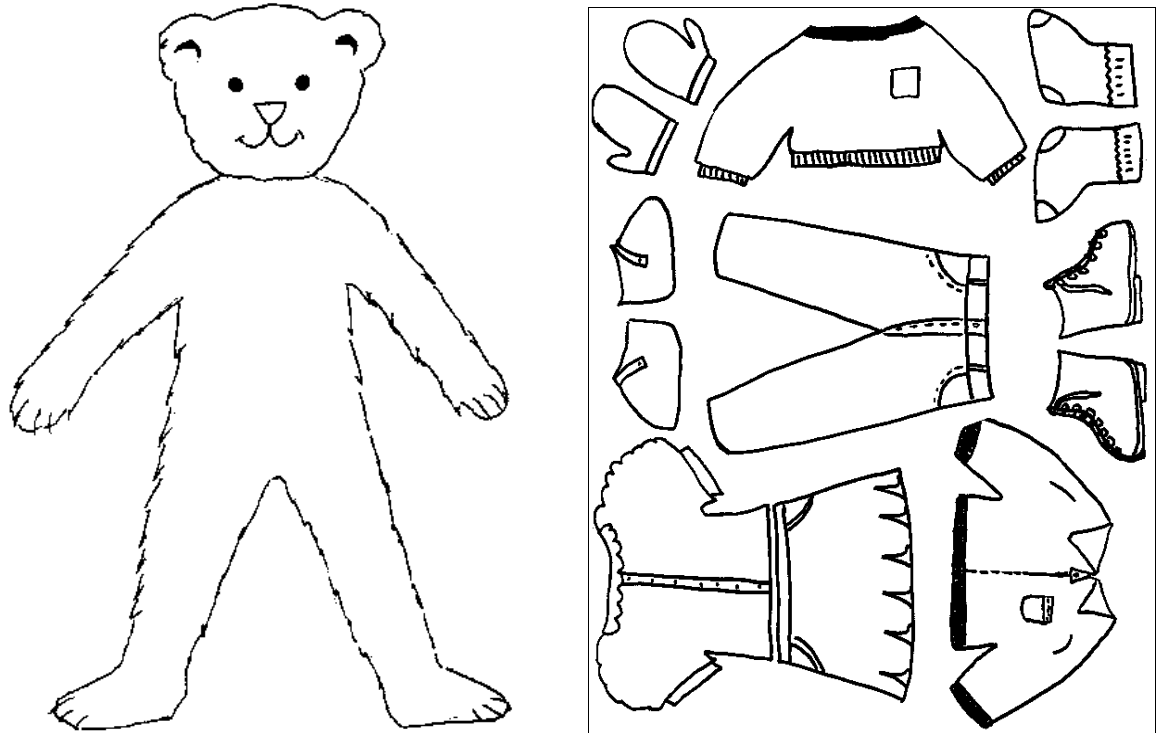


**Adaptations:**

# Dress The Bear

This activity is a template for a series of activities that could be done using paper manipulatives.

**Materials:** Picture of bear and bear's clothing



Partner A “dresses” the bear and tells partner B how to dress the bear. Or ---- Each partner dresses the bear and they must find out how their bears are the same or different.

The activity can be placed in a context according to whatever is being studied: Animals and habitats, the food chain, the water cycle, life cycles, colonial towns, geography, landforms and so on.

Such a playful activity can be used at any level and can be the source of language and concept practice within a meaningful, fun context. Manipulating the pieces of paper adds a tactile dimension. The activity is playful and so also has an affective dimension .

The game-like nature of the partner activity creates a mini-story in itself, thus adding another dimension to the meaningfulness of the activity.

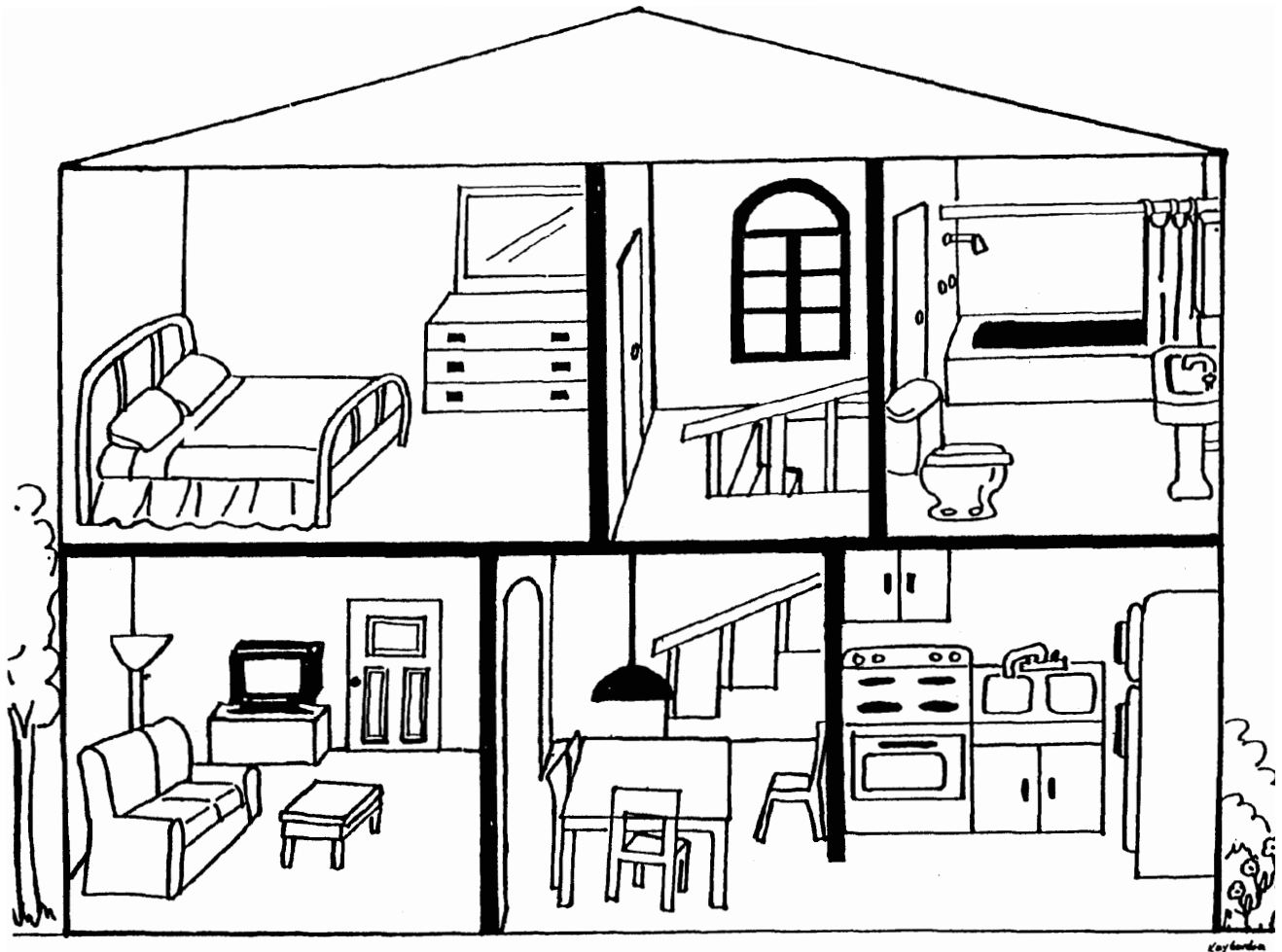


## Where's the Teddy Bear? (House)

**Materials:** Large picture of house with various rooms. Each partner has the same visual. Some small object or party favors, for example, a teddy bear counter.

**Activity:** Partner A places the teddy bear counter or other small object in a room of the house and Partner B must ask questions to find out where the object is hidden. The counter can be hidden in the middle of the room in order to make the questioning and vocabulary easier, or the counter can be hidden "in" "on" "under" or "next to" a certain object in the house, thus increasing the amount of vocabulary being practiced. When Partner B has found the object then Partner A must look for the missing object that Partner B will hide.

This is a very simple activity on which each partner "hides" the manipulative on a piece of paper or a page from a book. The picture could be very simple such as the house described here or it could depict something from the regular curriculum. The students could "hide" the bear on a geographical place, on various animal habitats, on certain countries, on certain parts of a painting and so on. In this way, the teacher can create an instant interactive activity with a picture and a manipulative. This activity makes an emotional connection for the students because the manipulative, in this case, a teddy bear counter allows the students to bring out their sense of play. Also the concrete and tactile nature of the bear helps the students make another connection to the brain. Other manipulatives may be used to make a cultural or content connection.

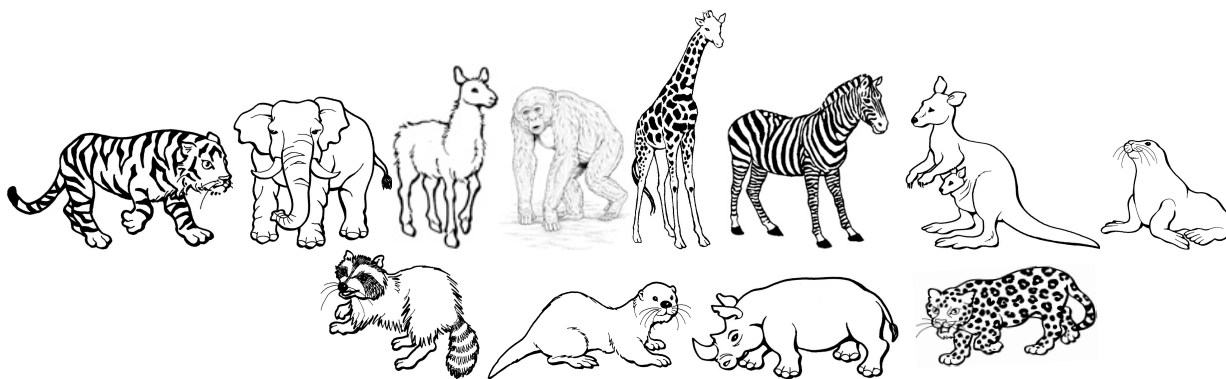


**Adaptations:**

# Animals Jigsaw

**Materials:** Each group of four (or 3 or 5) gets an envelope in which is information that has been divided

**Activities:** Each student in a group of 2 -5 has a piece of the information ( A strip of paper) needed to complete the task. Students must speak and share the information that they have in order to solve the puzzle or find the answer. Each student in the group reads number 1, First Student A, then Student B and C and D. After everyone has read number one, they must decide on the correct answer. Then they go on to number 2 and continue until they finish.



Student A	Student B	Student C	Student D
1. It's an African mammal.	1. It has stripes.	1. It lives in herds.	1. It ends in A
2. It's a type of ape.	2. It ends in N.	2. It has long arms.	2. It lives in trees.
3. It has black spots.	3. It lives in forests.	3. It's found in Africa and Asia.	3. It belongs to the cat family.
4. It lives in the Savanna.	4. It travels in small groups.	4. It's up to 5.5 meters tall.	4. It eats from trees.
5. It can be under water for 15-20 minutes	5. Its babies are white..	5. 1 – 6 inches of fat keep it warm..	5. It has flippers.
6. It has powerful back legs.	6. It hops.	6. It's found in Australia.	6. It carries its baby in a pouch.
7. It begins with L.	7.. It's found in South America.	7.. It belongs to the camel family.	7.. It can work at high altitudes.
9. It's the largest living land mammal.	9. It's an endangered animal.	9. It's highly intelligent.	9. It lives in Africa and Asia.

*Students can be given helps to complete the task. They can be given the pictures of the animals, or for even more scaffolding, they can be given a word list. The group leader could be given a second envelope with the scaffolding materials and the group can be told not to open the envelope unless they need help. Alternatively, the second envelope could be used to have the group check their work.*

## Adaptations:

## ????? ESP or The Sixth Sense ?????

This activity is adapted from Dr. Constance K. Knop, who has presented many helpful workshops about partner activities. The activity is called “ESP” because it gives students a chance to test their extrasensory perception. The key factor in this activity is the fact that students predict their partner’s answers, thus intensifying their own involvement in the activity and making them more interested in the answers to their questions.

Each student receives the same list of forced-choice questions about her or his preferences, based on theme vocabulary from recent class work. Each partner decides on her or his own choice for each item, and then looks intently at his or her partner in order to see if she or he can sense what the partner has decided for each item. Then each partner writes down a prediction for each item for the other person. The partners take turns asking the printed questions in order to determine whether their predictions were accurate. The number predicted correctly is the ESP “score.” If students finish early, they can predict the teacher’s answers, or the teacher might give the list to the principal or another familiar school figure ahead of time and then ask students to predict that person’s responses.

The ESP activity is especially versatile, because it could be redesigned to use the concepts in nearly every unit. The process would continue to be engaging because the information would be new each time, and probably the partner would be different as well.

Interviews like these are usually intrinsically interesting, because students want to know what other students think, or what other students have to say about a topic. Some topics that could be developed into interesting interviews include:

number of brothers and sisters	names of pets
favorite TV shows	tasks that are liked/hated
favorite/least favorite foods	profession in the student’s future
favorite animal	ESP activity for a unit on Pastimes

### ???ESP???

Do you know your partner? Can you read your partner’s mind?

1. Predict your own level of ESP on a scale of 1-5 and write it down in the last blank.
2. Decide how you will answer each of the questions. You must choose one answer.
3. Look at your partner. What will your partner answer?
4. Write down what you think your partner will answer for each question.
5. Partner A asks the questions first. Score one point for each correct prediction.
6. Partner B asks the questions second. Score one point for each correct prediction.





Who has the most ESP?

If you have time, work with your partner to predict how the principal would answer.





	Partner	Principal
Do you prefer soccer or football?	_____	_____
Do you prefer popular, jazz, or rock music?	_____	_____
Do you prefer movies or concerts?	_____	_____
Do you prefer cards or board games?	_____	_____
Do you prefer to watch tennis or golf?	_____	_____
How much ESP do you have?	ESP Score:_____	
How much ESP did you predict you have?	_____	

# Hear-Say Chain Activity

Each partner has a grid with some type of language item (numbers, words, objects, sentences or pictures) Partner A names the items next to the asterisk on his/her card. Partner B finds that item on the B card and names the item next to it. For example, if partner A says "five" (in the target language) then partner B finds "five" on the B grid and says "twenty-two." Partner A then looks for "five" and names the item next to it. This repeats until the activity comes full circle back to the language item with the asterisk. (This activity can be repeated with any language items.)

A		B	
 		 	
37	*5	152	37
46	12	13	9
1,000	152	200	15
22	13	5	22
500	2,420	2,420	46
9	200	5	500
15	5	12	1,000

## Hear Say: Plants Example

Hear 	A Say 	Hear 	B Say 
Plants make our world beautiful.	★ A seed is a plant.		Plants make our world beautiful.
Animals carry seeds.	People plant seeds.	Flowers come.	Then the fruit grows.
Seeds need sunlight.	The roots come first.	People plant seeds.	Seeds need good dirt.
Then the fruit grows.	A plant can be a bush.	Seeds need water.	Seeds need sunlight.
Wind blows seeds.	Water carries seeds.	A seed is a plant.	Wind blows seeds.
A plant can be a tree.	Plants are food for us.	The roots come first.	The leaves grow next.
The leaves grow next.	Flowers come.	A plant can be a bush.	A plant can be a tree.
Seeds need good dirt.	Seeds need water.	Water carries seeds.	Animals carry seeds.

Plants Example Created by: Marianne Soldavini, Milwaukee Public Schools, 2000

### Hear Say Directions

Each partner has a grid with some type of language item (numbers, words, objects, sentences or pictures) Partner A names the items next to the asterisk on his/her card. Partner B finds that item on the B card and names the item next to it. For example, if partner A says "five" (in the target language) then partner B finds "five" on the B grid and says "twenty-two." Partner A then looks for "five" and names the item next to it.

This repeats until the activity comes full circle back to the language item with the asterisk. This activity can be repeated with any language items and can be used at any language level. Students can listen to whole passages or to picture descriptions, or to stories in sequence. The possibilities are endless. The numbers example was used here simply for ease of demonstration. The activity can also be used to make a continuing chain as in the second example